

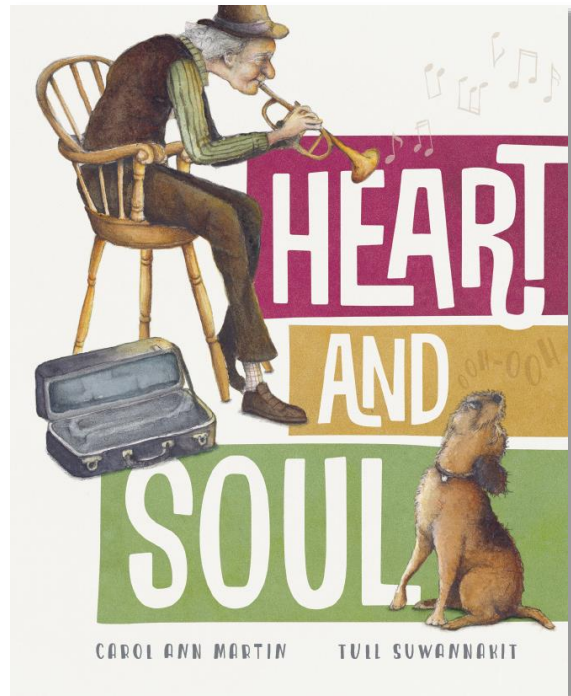
Heart and Soul

Author

Carol Ann Martin

Illustrator

Tull Suwannakit



Synopsis

Ever since Charlie brought Louis home from the Dogs' Home, they have loved making music together. While Charlie plays his trumpet Louis sings along, and Charlie always tells him that music must be made with heart and soul. When Charlie gets sick though, no matter how fast he runs Louis cannot manage to catch the ambulance, and Charlie never returns home. Living on the streets is hard but Louis somehow survives until the day when he hears a busker playing his trumpet. Pete's playing with heart and soul wasn't enough for people to notice him, but when Louis sings along their double act is immediately successful and Louis finds a new home with Pete and his friends. Successful in their busking career, they are asked to play at a nursing home, where Louis receives a Christmas present better than any other, for in the audience is his beloved Charlie. Now Louis has a new home with Pete and his friends, and every week he and Pete visit Charlie and the three of them can play together, with heart and soul.

About the Author

Carol Ann Martin has been working in the publishing industry since she was seventeen. She has written over 30 books including the popular *Dulcie and Dud* series. She lives in Tasmania with her husband.

About the Illustrator

Tull Suwannakit is originally from Thailand and has written and illustrated over a dozen books in his native language. His books have won numerous awards in his home country and have been translated into Korean, Slovenian, Chinese and Danish. When Tull is not writing and illustrating his books, he runs art classes and workshops for children and adults at his art school in Melbourne; Malvern School of Art.

Themes

Family; ageing; illness; music; love; musicality; dogs; reunion; hope; love; emotional connections.

Writing Style

Written throughout in the third person, the story follows Louis' viewpoint. The language chosen is clear and direct, and emotionally charged events are presented with an understated simplicity that is moving in its clarity. Louis' understanding of events is limited to that of an intelligent and loyal dog, while the authorial voice presents events from a more sophisticated perspective that explains and expands upon Louis' world view. Dialogue between human participants, and comments they make to Louis, also serve to augment reader understanding of the events. Eminently suitable for reading aloud, the story is designed to entertain and delight the very young, and the adults sharing the tale with them alike.

Illustration Style

Created using a mixed media with watercolours, coloured pencils, and ink, Suwannakit's artwork contains a softness of style and tone that echoes the warmth of the textual narrative. The visual narrative parallels the text throughout, and the gentle sketches of Louis and the humans in his life contain an emotive strength that reflects that found in the words of the story, while the depiction of light and dark within the illustrations is symbolically relevant to the events unfolding. Suwannakit has chosen a palette rich in soft earth tones and warm reds and browns that contrast with spreads of cooler greens and darker grey. The illustrations consist of a mixture of single and double page spreads, edges blend and flow, and the figures are universally rendered with physically and facially expressive detail.

TEACHER NOTES

- 1) Before reading the story, as a class look closely at the cover and title, and discuss what you can see. Some things to include in your discussion might be:
 - What do the pictures on the front and back cover show?
 - What does it mean when we say 'heart and soul'?
 - What is the dog doing?
 - What instrument is the old man playing?
 - Why do you think the characters on the front are doing these things?
 - What do we know about the characters from the picture?
 - Who do you think the story might be about?
 - What sort of things might happen in this story and why do you think this?
- 2) After reading the story, discuss what happened in the book. Some things to include in your discussion might be:
 - Why did Louis chase the ambulance?
 - Where did the ambulance take Charlie?
 - Why didn't Charlie come home?
 - Why didn't Charlie take Louis to the nursing home with him?
 - Where did Louis live after Charlie went away?
 - How did reading the story make you feel?
- 3) After reading the story, discuss what you think 'heart and soul' means? Listen to a favourite song, and use percussion instruments to play along. Try to play with heart and soul.

- 4) What feelings did you have while you were reading the story? As a class make a list of all the different words that could be used to describe how you felt at various different points in the story. Choose one of the words and create an artwork that you feel conveys the feeling of that particular word, and caption your artwork with the word itself.
- 5) Write a poem about how the story of Louis, Charlie, and Pete makes you feel.
- 6) In the story Charlie used to play his trumpet in a dance band. What do you think a dance band might be? How would it be different from other bands? Listen to a recording or watch a video of a dance band playing, and try dancing along to the music.
- 7) If anyone in the class has a family member or friend who plays trumpet (or a similar instrument) invite them to come play for the class.
- 8) Visit a nursing or retirement home. Before you visit, paint a picture to take with you as a gift for one of the elderly folk living there. Share the story of your picture with the person to whom you give it, and ask them what they liked to draw and paint pictures of when they were young. After your visit, you can write thank you notes to the residents thanking them for welcoming you into their home as guests.
- 9) Look closely at the pages inside the cover of the book. What pattern can you see on the green background? As a class discuss this pattern and what you think it means.
 - What do these markings represent?
 - Can you see the pattern of notes repeated elsewhere in the book?
 - Which illustrations have these note-patterns in them?
 - Why do you think the illustrator chose these pictures to include them?
 - How much do they look like the musical notes on a music score?
 - What other ways can you think of that an artist might represent music in a picture?
- 10) Create a painting that reminds you of music being played. You might want to use the note-motif like in the story, or you can use completely new and different patterns or designs.
- 11) As a class have a discussion about buskers. Some things to include in your discussion might be:
 - What is a busker?
 - Who has seen people playing music for money on the streets?
 - Why do you think that Pete earns more money from busking when Louis sings along?
 - What sorts of instruments have you seen buskers playing?
 - Have you seen any street-performers who weren't playing music? If so what were they doing?
 - If you were going to perform on the street, what would you choose to do?
- 12) In small groups create a street-performance of your own. You might want to sing, or dance, or play music, or you can do something else entirely as long as it is aimed at entertaining passers-by. Hold a street-performance session at lunchtime, where anyone who wants can perform on the playground for the rest of the school. After the performance, discuss what you found difficult and what you found easy. What was the most challenging part of the exercise and what was the most rewarding?
- 13) Look carefully at the picture of Pete and his friends watching TV. What do you think Pete's friends all do for a living? Look at the picture for clues as to his friends' hobbies, interests, and careers.

- 14) What is the weather like when Charlie gets sick and Louis finds himself homeless? How can we tell? What does having this weather at Christmas-time tell us about where the story is taking place?